TRAINING AND DEVELOPMENT SHAPED STAFF ATTITUDE: EXPLAIN THE RELEVANCE OF TRAINING AND DEVELOPMENT IN CHANGING STAFF ATTITUDE IN THE ORGANIZATION

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Abstract

This paper explored the importance of training and development for organizations, specifically its impact on staff attitude. The study identified types of training, including on-the-job training, classroom-based training, online training, simulation-based training, gamification, train-the-trainer, and others. The methods included lectures, case studies, experiential learning methods, and reflective learning method. It also examined the relevance of training and development in shaping staff attitudes, with a focus on how training can improve competence, motivation, and value. The study identified common challenges that organizations face in implementing effective training and development programs, including lack of funding, culture, and incentives. The paper concluded that training and development is an important tool for organizations to use to improve employee engagement and satisfaction. The paper further offered suggestions for overcoming these challenges, such as increasing investment in training, creating a culture of learning, and offering rewards for participation. By addressing these challenges and implementing the suggested solutions, organizations can improve the effectiveness of their training and development programs.

INTRODUCTION

In any organization, employee attitudes play a critical role in determining overall performance and success. When employees feel motivated, engaged, and satisfied with their jobs, they are more likely to be productive and committed to the organization (Robbins & Judge, 2009). Conversely, when employees are unhappy or dissatisfied, they may become disengaged and less productive. Therefore, organizations need to invest in initiatives that can positively influence employee attitudes. One such initiative is training and development. Training and development can impact employee attitudes in several ways. First, by providing employees with the knowledge and skills they need to perform their jobs effectively, training can increase their sense of competence and self-efficacy (Cable et al., 2001). Second, training can also help build a sense of belonging and community within the organization, which can lead to increased job satisfaction and commitment. Third, training can also

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help reduce stress and burnout, leading to improved job satisfaction and well-being. Finally, training can help foster a culture of learning and growth, which can be motivating and engaging for employees (Al Zoubi, 2017). Given the potential benefits of training and development, it is important to consider how these initiatives can be structured and implemented to maximize their impact on employee attitudes. One key factor is ensuring that training is tailored to the specific needs of employees and aligned with the overall goals of the organization (Madigan & Gerhardt, 2000). In addition, training should be delivered in a way that is engaging and interactive, rather than passive and lecture-based. Finally, it is important to consider how to measure the effectiveness of training and development initiatives to ensure that they have the desired impact on employee attitudes. Employee attitudes can be defined as an individual's positive or negative evaluation of their job, organization, and work environment. These attitudes can be influenced by various factors, including job satisfaction, organizational commitment, and work engagement. Research has shown that positive employee attitudes can lead to several desirable outcomes, such as increased productivity, reduced turnover, and improved customer satisfaction. On the other hand, negative employee attitudes can lead to a range of undesirable outcomes, such as absenteeism, turnover, and reduced performance.

Training and development refers to activities and processes designed to improve the knowledge, skills, and abilities of employees. These activities can take many forms, such as formal training programs, on-the-job training, mentoring and coaching (Nelson & Phillip, 2002). Research has shown that training and development can positively impact employee attitudes in several ways. First, training can increase job satisfaction by providing employees with the skills and knowledge they need to do their jobs effectively (Noe et al., 2006). Second, training can increase organizational commitment by making employees feel more valued and invested in the organization. One of the key factors that influence the effectiveness of training and development initiatives is the design and delivery of training. Research has shown that training is most effective when it is well-designed, relevant to the job, and delivered in a way that is engaging and interactive. Another important factor is ensuring that employees have the opportunity to apply the skills and knowledge they have gained through training in their jobs (Aldag & Brief, 2004). This can be achieved through job rotation, on-the-job training, or other strategies that provide employees with opportunities to practice their new skills.

Further research has shown that regular and constructive feedback is critical to the success of training programs. This feedback should be both positive and negative and should focus on specific areas for improvement (Wentling et al., 2017). Additionally, it is important to provide employees with the opportunity to reflect on their learning and performance. This can be done through self-reflection activities, peer feedback, or debriefing sessions. Another key factor in the effectiveness of training and development is ensuring that there is support for the transfer of learning. This means providing employees with the resources and support they need to apply their new skills and knowledge in their jobs. This can include coaching, mentoring, and follow-up training. Furthermore, it is important to create a work environment that is conducive to learning and growth. This can be achieved by promoting a culture of learning, encouraging risk-taking, and providing access to resources such as books, articles, and online learning materials.

This is important because it allows organizations to assess the effectiveness of their training programs and make necessary adjustments. There are several ways to evaluate training and development, such as pre-and post-training assessments, surveys, and interviews (Klein & Noe, 2001). Moreover, it is important to track the impact of training on key performance indicators, such as employee productivity, customer satisfaction, and turnover. This paper seeks to fill the gap in the literature on the factors that influence the effectiveness of training and development. While there is a lot of research on the design and delivery of training, there is less research on the role of factors

such as feedback, support for the transfer of learning, and evaluation of training. By addressing these gaps, this paper provides a more comprehensive understanding of what makes training and development effective. Therefore, against this backdrop, this paper proposes a framework for understanding and improving the effectiveness of training and development. The framework is based on the factors identified as important in the literature and provides a practical guide for organizations to use in evaluating and improving their training programs.

Statement of the Problem

A lack of training and development opportunities for staff can lead to negative attitudes and poor performance. Without the necessary skills and knowledge, staff members may feel frustrated and unfulfilled, which can impact their morale and productivity. In addition, a lack of training and development can make it difficult for staff to adapt to changes in the workplace, leading to resistance and conflict. This problem is especially prevalent in organizations that do not have a strong culture of learning and development.

While the importance of training and development in shaping staff attitudes and improving organizational performance has been well documented, there is a lack of research on specific challenges and solutions for organizations that do not have a strong culture of learning and development. This study aims to fill this gap by exploring the unique challenges faced by such organizations and proposing solutions to overcome them. It draws on relevant research and case studies.

Research Questions

This paper explores the following:

What are the specific challenges of implementing training and development in organizations that do not have a strong learning culture?

What are the barriers to implementing training and development in these organizations?

What are the best practices for overcoming these challenges and barriers?

How can training and development be made more accessible and effective in these organizations?

Aim and Objectives of the Study

This study examines how training and development shape staff attitudes and explains the relevance of training and development in changing staff attitudes in an organization. The objective of this paper is to explore the importance of training and development in shaping staff attitudes and improving organizational performance. This study examines the impact of lack of training and development on staff attitudes and explores ways to overcome the challenges of changing staff attitudes. This paper draws on relevant research and case studies to support its arguments.

Significance of the Study

This study is significant because it addresses a gap in the literature on the challenges of implementing training and development in organizations with a weak culture of learning. By exploring these challenges and proposing solutions, this paper will contribute to the body of knowledge on this topic and provide practical guidance for organizations facing these challenges. It may also encourage further research on the topic, leading to more effective training and development practices in organizations.

LITERATURE REVIEW

Training and Development

Training can be defined as a planned process designed to help employees acquire new skills or knowledge. Development, on the other hand, is a more long-term process that focuses on the overall growth and improvement of employees (Swanson & Holton, 2009). Both training and development are important for organizations because

they can help improve employee performance and increase productivity. Training can also be defined as a planned, systematic process designed to improve employees' job-related knowledge, skills, and abilities. Development can also be defined as a process that focuses on the long-term improvement of employees' skills and abilities to help them reach their full potential. Training is often seen as a short-term process, whereas development is a long-term process (Harrison & Michaelsen, 2013).

The types of Training and Development

There are different types of training, such as on-the-job training, classroom-based training, online training, and simulations (Noe, 2019).

On-the-job Training: This is when employees learn by doing their jobs, with guidance from a supervisor or trainer. On-the-job training is a common type of training, as it is often practical and cost-effective (Mumford et al., 2017). There are a few different methods of on-the-job training, such as job shadowing, mentoring, and coaching. Job shadowing is when an employee learns by observing and following a more experienced employee while performing their job. Mentoring is a more structured form of on-the-job training in which an experienced employee guides and supports a less experienced employee. For example, a new doctor working at a hospital in Nigeria (Nagbe, 2018). As new doctors, they might have a lot of knowledge about medical procedures, but they might not have much experience working in a hospital. To help the new doctor learn about the hospital's specific procedures and policies, they could participate in an on-the-job training program where they shadow a more experienced doctor. This would allow them to learn by observing and practicing in a real-world setting.

Classroom-Based Training: employees learn new skills or knowledge in a classroom setting. This type of training is often conducted in a traditional classroom setting, with a trainer or instructor leading the class. Classroom-based training is effective for learning new concepts and theories, and it allows interaction and discussion between the instructor and students (Beardwell & Claydon, 2014). However, it can be less effective for learning practical skills. It is also often more expensive and time-consuming than other types of training. For example, a large organization like First Bank wants to train new employees on the bank's policies and procedures. They could hold a classroom-based training session in one of their branches, where new employees would learn about the bank's policies and procedures from a trainer. This type of training would be practical and cost-effective because it would allow the bank to train multiple employees at once. However, it might not be as effective for employees who already have some experience working in a bank

Online Training: employees learn through online courses, videos, or other resources. Simulations are training that allows employees to practice new skills in a simulated environment. Online training is becoming increasingly popular because it allows employees to learn from any location, at any time. It is also more cost-effective than classroom-based training (Patti & Gobbo, 2018). However, online training can be less effective than classroom-based training because it can be more difficult to interact and ask questions. One way to make online training more effective is to include quizzes, activities, and discussion forums. A good example of online training in Nigeria is the Nigerian Electronic Fraud Forum (NeFF). This is an online forum where employees from the banking and telecoms industry can discuss and learn about the different types of electronic fraud. The forum includes various resources, including case studies, videos, and live chats. This type of training is effective because it allows employees to learn from each other and share their experiences. It is also a cost-effective way to train many people across the country.

Simulation-Based Training: employees learn through a virtual environment that simulates real-world scenarios. This type of training is often used in high-risk industries such as aviation, healthcare, and the military (Heideman & Collins, 2019). In the Nigerian context, the Nigerian Civil Aviation Authority (NCAA) uses simulation-based

training for pilots and other aviation workers. This allows them to practice in a safe environment without putting anyone in danger. For example, the Bayelsa State government has recently launched a simulation-based training program for its firefighting personnel. The training program called the "Bayelsa State Fire Service Simulation and Training center" is based on a virtual reality training center in Italy. The program allows firefighting personnel to practice different scenarios, such as firefighting, rescue operations, and disaster management. The goal of the program is to improve the state's firefighting capabilities and reduce the risk of injury to firefighters.

Gamification: the use of game-based elements and mechanics in non-game contexts, such as learning or training. This type of training has become increasingly popular in recent years because it can be very engaging and motivating for learners (Dicheva et al., 2015). In the Nigerian context, gamification has been used in the education sector, with initiatives such as the "My School Today" game, which was developed by the Ogun State government to improve learning outcomes.

Microlearning: This is a training method that breaks down complex information into smaller, more manageable chunks. This type of training is particularly effective for mobile devices because it allows learners to access training materials whenever and wherever they need them (O'Donnell & Rice, 2015). In the Nigerian context, microlearning has been used in various industries, such as banking, telecoms, and retail. One example is First Bank's "My Learning App," which provides quick and easy access to bite-sized learning content. Another example is the Nigerian e-wallet platform, "Paystack." Paystack has created a series of short, interactive videos that explain how to use the platform in a fun and engaging way. The videos are designed to be viewed on mobile devices, and they have been very popular among Paystack users. The company also uses quizzes and other game-based elements to keep users engaged.

Onboarding: refers to the process of introducing new employees to an organization and helping them become fully integrated and productive (Chambers et al., 2017). In the Nigerian context, onboarding is especially important because of the high turnover rate in the country's labor market. One example of a successful onboarding program is "Fresh-Minds," which is a Lagos-based tech company. Fresh-Minds has developed a comprehensive onboarding process that includes online training, mentorship, and social activities. Onboarding is not just about teaching new employees the skills they need for their jobs, but also about helping them adjust to the organization's culture and become productive members of the team.

Coaching: This type of training focuses on helping employees develop and improve their skills. Coaching is typically provided by a more experienced colleague or a professional coach, and it can be performed in person or remotely (Gustafson et al., 2016). Coaching is often used in combination with other types of training, such as e-learning or classroom-based training. In the Nigerian context, coaching has been used to great effect in the banking sector. One example of coaching in Bayelsa is the "Youth Enterprise Development Program" (YEDP), which was launched by the Bayelsa State government in 2017. The YEDP is a coaching and mentorship program that helps young people to start their businesses and become self-sufficient. The program provides participants with access to training, mentorship, and financial support. This program has been very successful in helping young people in Bayelsa start their businesses and contribute to the local economy.

Train-the-Trainer: This refers to a training method in which people who have already been trained in a particular skill are then taught how to train others in that skill. This is a very effective way to help a new skill or knowledge spread quickly through a community or organization (Klein, 2012). The Train-the-Trainer program was developed by the Bayelsa State Ministry of Women Affairs and Social Development. The "Train-the-Trainer" program is designed to equip women with the skills they should become trainers and mentors in their communities. This program has been very successful in empowering women and helping them become more active members of their

communities. As these women have been trained, they have been able to pass on their skills to others in their communities.

Types of Training Methods

Various training methods can be used to teach new skills or knowledge. In this section, we discuss some of the most common training methods, including lectures, role-playing, and case studies.

Lectures: Lectures are a very common training method and are often used in classroom-based training. During a lecture, the instructor presents information to a group of people. The instructor may use various teaching methods, such as PowerPoint presentations, handouts, and group discussions (Mayer, 2002). A benefit of lectures is that they allow a large amount of information to be presented soon. However, they can also be very passive and may not be the most engaging way to learn. A great example of lectures being used in a training program in Nigeria is the "Youth Empowerment and Skills Acquisition program (YESAP). YESAP is a program run by the Federal Ministry of Youths and Sports Development. It provides training to young people in various skills, including leadership, entrepreneurship, and computer literacy. The program uses lectures as a key part of its training, along with hands-on learning and projects.

Another program that uses a different type of training method is the "National Youth Service Corps" (NYSC). The NYSC is a mandatory program for all young people in Nigeria, and it provides a variety of training opportunities. One of the training methods used by the NYSC is the "Man-O-War" camp. During the "Man-O-War" camp, participants learn self-defense and leadership skills. This is a very different training method than a lecture, and it is more active and hands-on.

Role-Playing Method: This method involves acting out scenarios to learn a new skill or to practice a skill. For example, someone who is learning to be a manager might participate in a role-playing exercise in which they have to give feedback to an employee (Salas et al., 2004). This can be a very effective way to learn because it allows for practice in a safe environment. The National Institute for Policy and Strategic Studies (NIPSS) in Nigeria uses role-playing as one of its training methods. In Bayelsa, the state government has a training program called "Ogbia Youth Capacity Building Initiative" (OYCBI). The OYCBI uses role-playing to teach entrepreneurship skills. The participants are divided into groups and given a scenario in which they have to start a business. They then have to develop a business plan and present it to the group. This is a great example of how role-playing can be used to teach new skills.

Case Studies: These are methods where participants are given a real-world scenario and asked to make a solution. For example, a case study might ask participants to produce a marketing plan for a new product. This method is very effective because it helps participants apply their knowledge to a real-world situation (Merrill, 2002). In Nigeria, case studies are often used by the National Agency for Food and Drug Administration and Control (NAFDAC). NAFDAC uses case studies to train its inspectors on how to detect counterfeit drugs. In Bayelsa, the state government has a program called the "Bayelsa Human Capital Development Initiative" (BHCI). BHCI uses case studies to teach young people about entrepreneurship. Participants were given a case study on a real-world business and asked to produce a plan for how to improve it. This method is very effective because it allows participants to use their creativity and problem-solving skills.

Experiential Learning Method: This is a method where participants learn by doing. For example, they might learn about finance by managing a budget for a simulated company. They might learn about sales by role-playing a sales call. This method is very effective because it allows participants to learn by doing rather than just listening to a lecture (Kolb, 2015). In Bayelsa, experiential learning is provided by the Bayelsa Sustainable Development

Agency (BSDA). The BSDA has a program called the "Rural Enterprise Action Program (REAP). This program teaches rural residents how to start and manage a business.

Storytelling Method: a method where a trainer uses stories to teach a concept. For example, they might tell a story about a business owner who made a mistake and what they learned from it. This method is effective because it makes learning more memorable and engaging (Green & Schwen, 2021). Power of storytelling in training and development. Storytelling is used by several organizations in Bayelsa, including the Bayelsa State Ministry of Agriculture and Natural Resources. The ministry uses storytelling to teach farmers about new farming techniques. In the same Bayelsa, the Bayelsa Sustainable Development Agency (BSDA) also uses a method called "village square meetings". Village square meetings are a traditional form of community gathering where people come together to share information and discuss issues. The BSDA uses this method to teach communities about development topics such as sanitation, nutrition, and literacy. This method is very effective because it allows people to learn in a way that is familiar and comfortable to them.

The Bayelsa State Ministry of Environment uses a method called "environmental clubs" to teach people about environmental issues. The ministry sets up environmental clubs in schools and communities and provides them with information and resources to learn about topics such as waste management, recycling, and climate change. The clubs also organize activities such as tree planting and beach cleanups. This method is very effective because it engages people of all ages and allows them to have a direct impact on their environment. Environmental clubs are groups of people who come together to learn about and take action on environmental issues. The clubs are usually led by a teacher or community leader, and they meet regularly to discuss environmental topics and plan activities. For example, an environmental club at a local school might discuss the importance of using public transportation to reduce air pollution. Then, they might organize a "walk to school" day, where students walk to school instead of taking a car. The students would learn about the environmental benefits of walking and get some exercises.

Simulation Games: interactive games that simulate real-world scenarios. For example, there are simulation games that allow people to experience what it is like to run a business, manage a city, or work in a hospital. These games are very effective in teaching people about complex systems and how their decisions can impact the system (Tynan, 2006). For instance, in Bayelsa, the Bayelsa State Ministry of Health uses simulation games to train health care workers. The games are designed to help workers learn how to manage patients, make decisions in emergencies, and work as a team.

Reflective Learning Method: This method encourages learners to reflect on their experiences and identify what they can learn from them. It is often used in conjunction with other training methods, such as case studies and simulations (Davison & Stewart, 2018). For example, after completing a simulation game, learners can reflect on what they learned and how they can apply it in their work. This method is effective because it helps people make connections between their experiences and the new knowledge they are learning. It can also help them develop critical thinking and problem-solving skills. For instance, reflective learning is used by the Bayelsa State Ministry of Women's Affairs. After participating in a program or activity, the participants are encouraged to reflect on what they have learned and how it can be applied to their lives. This allows the participants to personalize their learning and make it more relevant to their lives. This approach is particularly effective with women because it allows them to reflect on how they can use the new knowledge to improve their lives and the lives of their families. The Bayelsa State Ministry of Health also uses reflective learning with their health care workers. After treating a patient, the health care workers are encouraged to reflect on what went well and what could be improved. This helps them identify areas where they need more training or support. Reflective learning

is also used by the Bayelsa State Ministry of Education to help teachers improve their teaching skills. After a lesson, the teachers were asked to reflect on how it went and what they could do differently next time. This method helps teachers become more effective in the classroom.

Action Learning Method: This is a method where learners are given a real-world problem to solve, and they work in teams to find a solution (Smith et al., 2018). The Bayelsa State Ministry of Youth and Sports Development uses action learning to train young people to become community leaders. The young people are given a real problem that their community is facing, such as lack of access to clean water or poor sanitation. They then work in teams to find solutions to the problem. This method helps young people develop critical thinking, problem-solving, and leadership skills.

360-degree feedback method: This is a process where an individual receives feedback from a variety of sources, such as their manager, peers, direct reports, and customers. This feedback is used to identify areas where individuals can improve and develop their skills (Church et al., 2017). For example, the Bayelsa State Ministry of Information uses 360-degree feedback to help its employees improve their communication skills. One great example is the Bayelsa State Microfinance Bank. The bank uses 360-degree feedback to help its employees improve their customer service skills. They do this by having customers provide feedback on their experience with the bank. This feedback is then used to develop training programs that address any areas where the bank is falling short in customer service. This is a great example of how an organization can use 360-degree feedback to improve its performance.

Job rotation method: This is a training method where employees are allowed to work in different roles within the organization. For example, a bank teller might be allowed to work in the bank's call center for some time (Kim, 2014). This gives the employee the chance to learn about different aspects of the bank and how it operates. The Bayelsa State Civil Service Commission uses job rotation to help employees develop a well-rounded skill set. They believe that this method helps employees better understand the organization and makes them more versatile workers.

Job Enrichment Method: This method gives employees more challenging and interesting work. The goal of job enrichment is to make work more meaningful and motivating for the employee (Herzberg, 2017). The Bayelsa State Water Corporation uses job enrichment to help employees feel more invested in their work. They do this by giving employees more autonomy and responsibility in their jobs. For example, a customer service representative at the Bayelsa State Water Corporation. In a traditional job, the representative would simply answer customer calls and collect information. However, in a job-enriched role, the representative might be given more responsibility. They might be given the ability to solve customer problems themselves, rather than passing them on to a manager. They may also be allowed to design new training materials for other customer service representatives. Job enrichment can be beneficial for both employees and organizations. For the employee, it can make their work more interesting and engaging. For the organization, it can lead to better performance and a lower turnover rate. It's a win-win situation.

On-the-job training: This is a training method where employees learn by doing their job. This can include things like shadowing a more experienced employee, receiving mentoring, or being assigned stretch goals (Basten, 2012). The Bayelsa State Ministry of Works uses on-the-job training to help its employees learn new skills and stay up-to-date on industry trends. This helps the ministry stay competitive and efficient.

Coaching Method: This is a training method in which an employee is paired with a coach who provides guidance and support. The coach might be an external coach, such as a professional coach or consultant, or an internal coach, such as a more experienced employee. Coaching is a very personal and individualized training method that

can be used to improve various skills (Grant et al., 2009). One example is the coaching program at the Bayelsa State Ministry of Finance. In this program experienced finance professionals are paired with new employees to help them learn the ins and outs of the job. The coaches provide guidance and feedback, and they also help new employees build their professional network. Another example is the coaching program at the Bayelsa State Oil and Gas Commission. In this program, coaches work with employees to develop their leadership skills.

Apprenticeships: This is a training method where an employee learns from an experienced worker by observing and assisting them. This can occur in a classroom setting, or it can be more hands-on, with the apprentice working alongside the experienced worker (Tracey & Tannock, 2012). The Bayelsa State Ministry of Agriculture uses apprenticeships to train people in the agricultural sector.

Mentoring: similar to coaching, but it is typically a longer-term relationship. In mentoring, the mentor provides guidance and support to the mentee over time. The Bayelsa State Ministry of Power has a mentoring program that pairs new employees with more experienced ones another organization that uses mentoring is the Bayelsa State Ministry of Health. In this program, experienced medical professionals are paired with new ones to help them develop their skills and knowledge. The mentees in this program benefit from the experience and wisdom of their mentors, while the mentors benefit from the energy and fresh perspective of the mentees. Therefore, it is a win-win situation for everyone.

Job Shadowing: This is a bit like apprenticeships, but it is more informal and usually short-term. Job shadowing is like being a "fly on the wall" in someone's workday. The shaders can ask questions and observe the host's work, but they do not take part in the work themselves (Cross, 2015). For example, a student who is interested in becoming a doctor could shadow a doctor for a day to get an idea of what the job is like. A person who is thinking about a career change could shadow someone in their desired field to see if it is a good fit. During job shadowing, the person being shadowed (the "host") allows the person shadowing them (the "shadower") to follow them and observe their work. This is a great way for someone to learn about a job or career without having to commit to a long-term apprenticeship. For example, if someone is interested in becoming a software developer. They could start by job shadowing a software developer at a local company. They followed them around for a day or two, observing what they did and asking questions about their work. This would give you a first-hand look at what it is like to be a software developer, and it could help them decide if it is the right career for them.

Informal Learning: This refers to any type of learning that happens outside a formal classroom or training setting. This could include reading articles, listening to podcasts, attending workshops or seminars, or simply talking to people who have knowledge or experience in the area of interest. Informal learning can be a great way to supplement formal training or gain knowledge on their own time (Dabbagh & Reiser, 2014). For example, if someone is interested in learning about FOREX trading, they could start by reading articles on the basics of FOREX trading, watching tutorials on the subject, and maybe even finding a mentor who can help them learn more. They could even start a practice account to test their trading strategies in a risk-free environment. YouTube can be a great resource for informal learning. There are tons of videos on just about any topic you can imagine, from cooking a meal to changing a tire. YouTube can be especially useful for learning how to something hands-on. They can even pause and rewind the videos as needed, so they can learn at their own pace.

Assessment methods: This is a critical part of any training program because it is how you can tell if the training was effective. There are different assessment methods, such as pre-assessments, formative assessments, and summative assessments. Pre-assessments are used before the training begins to assess the current level of knowledge or skills of the trainees. This helps the trainer to determine what areas need the most focus and what level of knowledge or skill the training should aim at. Pre-assessments can be in the form of surveys, interviews,

or tests (Van Drie & Van Boxtel, 2010). For example, if an organization wants to train a group of new employees on how to use a specific software program. They could give them a pre-assessment that tests their basic computer skills, such as using a mouse and keyboard, opening and closing programs, and navigating the internet. This will give them a good idea of their starting point, so they can tailor the training to their needs (Schimmer, 2011). Formative assessments are assessments that are performed during the training programme to check for understanding and to see how the training is progressing. These assessments can be quizzes, projects, or presentations. The results of these assessments can be used to make adjustments to the training as needed. Summative assessments are performed after the training program is complete to determine if the trainees have achieved the learning objectives. They can be in the form of a final exam, project, or a portfolio of work. However, pre-assessments are best used at the beginning of a training programme to obtain a baseline of the trainees' knowledge and skills. Formative assessments are most useful during the training programme to monitor progress and make adjustments. Summative assessments are best used at the end of the training programme to determine whether the trainees have met the learning objectives (Young, 2016).

Feedback: This is essential to the training process because it helps the trainees know how they are doing and what they can do to improve. Feedback can be given in various ways, such as through written comments, verbal feedback, or body language. It is important to ensure that the feedback is constructive and clear so that the trainees know what they need to work on (Fyfe, 2015). A great example of using feedback in a training program is through the use of a 360-degree feedback process. This is where the trainee receives feedback from various sources, such as their boss, peers, and customers. The trainee can then use this feedback to improve their performance. One organization that uses a 360-degree feedback process is the Bayelsa State Ministry of Health. This ministry uses a system called the "Performance Development and Review System" (PDRS), which allows employees to receive feedback from multiple sources and use that feedback to improve their performance.

However, the training methods that an organization uses will depend on the organization's goals, the skills that need to be learned, and the available resources. For example, if an organization is trying to train many people in a short amount of time, e-learning might be the most efficient option. However, if the organization is trying to develop a specific skill, such as leadership, a combination of methods such as job shadowing, mentoring, and workshops might be more effective. Sometimes the organization has a specific method in mind, and sometimes they are open to suggestions from the trainers.

It is important to clearly understand what we mean by "staff" and "attitude" before entering the specific relevance. Therefore, generally, staff refers to the employees of an organization. This includes both managerial and non-managerial employees.

Now, on to the definition of "attitude". In an organizational context, attitude refers to the way employees think, feel, and behave toward their work. With these definitions in mind, we can now move on to the impact of training and development on staff attitudes.

Expected Attitudes of Staff at the Workplace

Therefore, in terms of the expected attitude of staff at the workplace, there are a few key things that keep in mind.

Professionalism and Courtesy: In the workplace, staff are expected to behave politely and respectfully toward others. This includes using appropriate language, being considerate of others' feelings, and treating everyone with respect (Chamorro-Premuzic, 2014). They should also be professional in their appearance and behavior dressing appropriately and following the rules and regulations of the organization. This shows that they are serious about their job and take their role within the organization seriously. For example, a customer service representative dealing with a customer upset about a product they purchased. The customer is raising their voice and using harsh

language. In this situation, the representative is expected to remain professional and courteous, even despite the customer's anger. They should listen to the customer's concerns and try to resolve the issue calmly and respectfully. This shows that they are acting professionally and courteously, even when it might be difficult.

Commitment and Motivation: Staff are expected to be committed to their work, which means they should be willing to put in the effort required to do their job well. This might include staying late to finish a project, putting in extra hours to learn a new skill, or going above and beyond to help a customer (Deci & Ryan, 2002). In addition, staff should be motivated to achieve the goals of the organization. This means they should be focused on the company's mission and vision and strive to do their part to make it a reality. One example would be a sales representative working toward a quarterly sales goal. The representative might make more calls than required, go the extra mile to close a deal, or offer extra support to a customer to reach the goal. This shows that the representative is not only committed to doing their job well but also motivated to help the company achieve its goals.

Teamwork and Collaboration: In the workplace, staff are expected to work well with others, both within their team and with other departments. This means that they should be able to communicate effectively, share information, and support each other to achieve common goals. Teamwork and collaboration are important for a successful organization (Manzoor & Ahmad, 2014). For example, a team of engineers working on a project to build a new highway in Nigeria. The team should collaborate to ensure that the design and construction of the highway are done correctly and on time. This requires the team to share information, such as engineering plans and project updates, and work together to solve any problems that arise. This shows that teamwork and collaboration are critical to the success of the project, and ultimately, the success of the organization.

Problem-Solving and Decision-Making: Staff should be able to identify problems and produce creative solutions. They should also be able to make decisions that are in the best interest of the organization. This requires critical thinking, creativity, and the ability to weigh the pros and cons of different options. Problem-solving and decision-making are important skills for staff at all levels of an organization (Dreezens et al., 2012). One example from Nigeria is the case of a local hospital that is experiencing a shortage of medical supplies. The hospital staff should work together to identify the root cause of the problem and produce a solution. They might consider options such as sourcing supplies from different vendors, finding a way to store supplies more efficiently, or even re-evaluating the hospital's needs. This requires staff to work together, think creatively, and make tough decisions.

Continuous Learning and Professional Development: In today's ever-changing world, staff need to keep learning and developing their skills. This might include taking courses, attending conferences, or reading industry publications. Staff should stay up-to-date on the latest developments in their field so that they can perform their jobs effectively (Trudeau & Bergiel, 2014). An example from Nigeria might be a software developer who wants to learn new programing languages. By doing so, the developer will be able to stay competitive and be better equipped to take on new projects. It is also important for the developer's employer, as it means they can take on more work and improve their bottom line. Therefore, as you can see, continuous learning and professional development can benefit both the individual and the organization.

Work Ethic and Integrity: Staff should approach their work with a strong work ethic and a commitment to doing the right thing. This means showing up on time, completing tasks thoroughly, and being honest and ethical in all interactions. Work ethic and integrity are key to creating a positive work environment and maintaining a good reputation (Hoffman, 2011). For example, a nurse in a Nigerian hospital might need to decide whether to administer a medication that is unofficially approved by the hospital. It might be easy to just give the medication

to the patient, but that would be unethical. Instead, the nurse might need to talk to their supervisor about the situation and find a solution that is in the best interest of the patient and the hospital.

Relevance of Training and Development to Staff Attitudes in an Organization

Training and development can help staff attain or exhibit expected attitudes in several ways:

Competent, motivated, and Valued: Training and development can improve staff attitude by making employees feel more competent, motivated, and valued. This, in turn, can lead to improved retention, which is beneficial for both employees and the organization (Aguinis & Kraiger, 2009). Training and development can make employees feel more competent by providing them with the skills and knowledge they should do their job well. For example, a customer service representative might take a training course on effective communication. This will help them feel more confident and competent when interacting with customers. In turn, this can improve their attitude toward their job. As for motivation, training and development can provide employees with the sense that their organization values them and is invested in their success. This can lead to higher levels of motivation, which is also linked to improved attitude (Iverson & Frick, 2010).

Employees who feel competent and motivated are more likely to stay with their organization. This is because they feel a sense of satisfaction and fulfillment from their job. When they feel valued by their organization, they are even more likely to stay. All of this can lead to a lower turnover rate, which is beneficial for the organization because it reduces the cost of recruiting and training new employees (Slabach, 2010). Therefore, it all returns to the idea that training and development can improve staff attitude, which then leads to improved retention. For example, a company struggling with high turnover rates among its customer service representatives. This negatively impacts the company's bottom line and its reputation. To combat this issue, the company decided to invest in training and development for its customer service representatives. As a result, the representatives begin to feel more competent and motivated. They are also more satisfied with their jobs, which leads to improved retention.

Confidence and Competence: When staff are properly trained and developed, they will feel more confident in their ability to do their job. This can lead to a more positive attitude, as they will feel capable of taking on new challenges and being successful (Fernández-Méndez et al., 2021). For example, if a receptionist is trained on a new software system, he/she will feel more competent using the system and be more likely to feel confident about his/her work. This confidence will help them do their job better and have a more positive attitude. Another example is a construction worker who is given training on new safety procedures. After the training, the worker feels more competent and confident about their ability to work safely. This will likely lead to a more positive attitude about their job, as they will feel like they have the tools they should stay safe. In addition, they will likely feel more motivated to follow the safety procedures, knowing that they have been properly trained.

Positive Attitude and Growth Mindset: A positive attitude is a mindset that focuses on the positive aspects of a situation, rather than the negative ones. It involves having a hopeful outlook and believing that things will turn out well. A growth mind set is the belief that skills and abilities can be developed over time through hard work and practice. This is in contrast to a fixed mindset, which is the belief that skills and abilities are static and cannot be changed. Training and development are relevant to achieving a positive attitude and growth mindset because they provide employees with the knowledge and skills they need to be successful, which can boost their confidence and help them feel more positive about their work. Second, it can teach employees how to approach challenges with a growth mindset, rather than a fixed mindset. For example, a training course might help employees learn how to reframe negative situations as opportunities for learning and growth (Halterman & Crissman, 2020).

Motivation and Engagement: Training and development can help increase employee motivation and engagement by making employees feel valued and respected. When employees feel that their company is investing in their development, they are more likely to feel engaged and committed to their work. Additionally, when employees learn new skills, they are more likely to feel excited and motivated about their work. For example, a manager and you decide to invest in training your team. The training teaches them new skills that allow them to be more productive and efficient. As a result, they feel more motivated to perform their jobs and have a sense of pride in their work. This leads to higher job satisfaction and increased productivity (Rajgopal & Burney, 2016).

Job Performance Attitude: Training and development can improve job performance by providing employees with the knowledge and skills they should perform their jobs well. In addition, it can increase job satisfaction, which in turn can lead to higher levels of performance (Balasubramanian et al., 2002). For example, a salesperson who is trained in effective selling techniques is more likely to meet or exceed sales goals. A relevant example is the implementation of a training program for call center representatives. Before the training, the call center had a high rate of employee turnover and a low level of customer satisfaction. After the training, which focused on communication skills, employee turnover decreased and customer satisfaction increased. The company could attribute the increase in performance to the training program.

Employee Retention: Training and development can improve employee retention by making employees feel valued and engaged in their work. It can also provide opportunities for career growth and advancement, making employees less likely to leave the organization. There is a clear connection between the two. Employees who feel that their organization is investing in their development are more likely to feel satisfied with their jobs and less likely to want to leave. In addition, when employees feel competent in their jobs, they are more likely to stay with their organization. Therefore by improving staff attitude through training and development, an organization can improve employee retention (Baek & Solomon, 2019). An example of this would be a company that implemented a training program that focused on career development. After the program, the company saw a decrease in employee turnover and an increase in employee engagement. This led to improved productivity and performance overall. The reference for this is:

Possible Challenges that Could Hinder Training and Development of Staff Attitudes

Several challenges can hinder the effectiveness of training and development in shaping staff attitudes:

Limited resources: time, money, and personnel can make it difficult to provide the type of training and support needed to effectively shape staff attitudes (Kaufman et al., 2017). For example, an organization might not have the budget to send employees to in-person training sessions, or it might not have the staff to provide on-the-job support after the training. One way that limited resources can be a challenge is when organizations only provide training that is directly related to an employee's job duties (Wiseman & Wager, 2014). This can make it difficult for employees to determine the bigger picture of how training can help them develop their skills and grow their careers. Another way in which limited resources can be a challenge is when organizations do not provide enough follow-up support after the training. This can make it hard for employees to apply what they have learned and sustain any changes in their attitude.

Lack of buy-in: employees who do not see the value of training and development or who are not fully committed to participating in training. This can be for a variety of reasons, such as feeling skeptical about the effectiveness of the training, feeling like it is irrelevant to their job, or simply not wanting to make the effort to change. Without buy-in, training is less likely to be effective and staff attitude is less likely to change (Alhaddad et al., 2016). For example, some employees may not trust that the training will be effective or that it will improve their jobs. Others

might not see the connection between training and job performance. Finally, some employees might simply be resistant to change, even if the training could help them do their jobs better.

The Challenge of Measuring the Effectiveness of Training and Development: This is a challenge because it can be difficult to determine whether a training program has been successful. Often, organizations use measures such as satisfaction surveys and knowledge tests to evaluate training programs (Phillips, 2009). However, these measures do not always provide an accurate picture of the impact of training on staff attitude. One problem with satisfaction surveys is that they only measure how employees feel about the training, not whether it has changed their behavior or performance. Another problem is that knowledge tests only measure what employees have learned, not how they apply that knowledge on the job. This can make it difficult to know if training is making a difference in the workplace. This is a complex issue with different factors to consider. For example, there are also challenges related to cost, time, and overall organizational culture.

Challenge of Transferring Training to the Workplace: This means taking what employees have learned in a training program and applying it to their jobs. This can be a challenge because of factors such as poor communication between trainers and managers, lack of support from managers, and difficulty in changing old habits. When training is not successfully transferred to the workplace, it is less likely to have an impact on staff attitude (The Conference Board, 2012; Shore et al., 2017). For instance, when training is not effectively transferred to the workplace, employees are not applying what they have learned in the training program to their jobs.

CONCLUSION

The conclusion of the study is that training and development can have a significant impact on employee attitude. Training and development can improve confidence, competence, and motivation. This, in turn, can lead to increased engagement and improved performance. However, there are some challenges that organizations face when implementing training and development programs. These challenges include limited resources, lack of buy-in from employees, and difficulty in transferring training to the workplace. Despite these challenges, the benefits of training and development make it an important investment for organizations. Training and development can lead to a more productive and engaged workforce, which can positively impact the bottom line. In summary, the study has shown that training and development can be a powerful tool for improving employee attitude. However, it is important to address the challenges that can hinder the effectiveness of training programs. Organizations should consider allocating sufficient resources, creating buy-in from employees, and designing training programs that apply to the workplace.

Suggestions

To solve the identified challenges above, the following suggestions were made:

Adequate Funding for Training and Development programs: ensuring that sufficient funds are available to provide high-quality training and development programs. This might include investing in training materials, hiring qualified trainers, and providing time for employees to attend training sessions. It is important to keep in mind that the costs of training and development are an investment, not an expense. Well-trained employees are more productive and efficient, and they can positively impact the bottom line.

Create a Culture of Learning within the Organization: This can be achieved by emphasizing the importance of learning and development, modeling a growth mindset, and rewarding employees for taking part in training programs. It is also important to provide employees with the tools and resources they should take ownership of their learning. This might include providing access to online learning platforms, allowing employees to attend conferences and workshops, and offering tuition reimbursement.

Design Training Programs that are More Appropriate for the Workplace: Training should be designed in a way that allows employees to apply what they have learned to their jobs. The training should be relevant to the tasks for which employees are responsible, and it should be designed with the organization's specific needs in mind. For example, if an organization is implementing a new software system, training should focus on how to use that specific system. If an organization is trying to improve customer service, the training should focus on how to provide excellent customer service. For example, training should be hands-on and interactive, and it should focus on skills that are directly relevant to employees' jobs.

Offer incentives for employees to participate in training and development programs: This might include things like recognition, monetary rewards, or even opportunities for career advancement. By "incentives," I mean any kind of reward or benefit that employees can receive for participating in training and development programs. This could be something as simple as verbal recognition or praise from their manager, or it could be something more tangible like a monetary bonus or promotion. For example, a company might offer employees who complete a training program a certain amount of paid time off, or they might give a cash bonus to employees who meet specific training goals. The specific incentives offered will vary from company to company, but the important thing is that employees know that there is a benefit to taking part in training.

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